

**APPLYING DIGITAL MEDIA IN ENGLISH FOREIGN LANGUAGE
CLASSROOMS AT SMK TELKOM MALANG**

THESIS

In Partial Fulfillment of the Requirements for
The Degree of Master of Education
In the subject of English Language Education



by:

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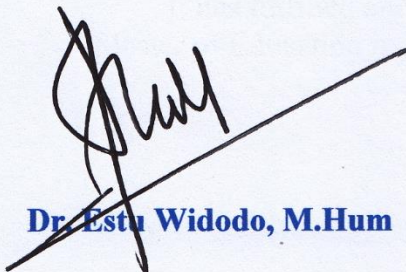
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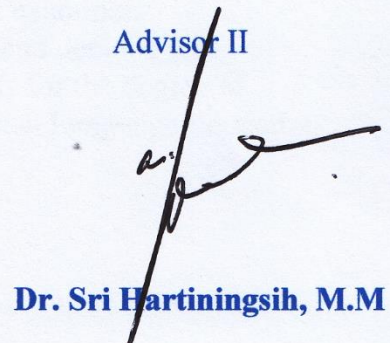
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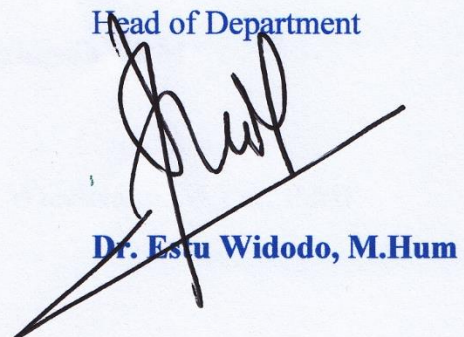
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LETTER OF STATEMENT

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Hereby, declare that :

1. The thesis entitled : **APPLYING DIGITAL MEDIA IN ENGLISH FOREIGN LANGUAGE CLASSROOMS AT SMK TELKOM MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 17 November 2020


ZAHRO HASANA

MOTTO AND DEDICATION

Motto

“An investment in knowledge pays the best interest”

Benjamin Franklin

Dedication

I dedicate this thesis for my families and my friends who always support and pray for me whenever and wherever they are.



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Alhamdulillah, the researcher expresses his highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this thesis. This thesis entitled “Applying Digital Media in English Foreign Language Classrooms at SMK Telkom Malang” is submitted as the final requirement in accomplishing for the degree of Master of Education in Universitas Muhammadiyah Malang.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express his gratitude and appreciation to all of them. I would like to thank my thesis advisor, Dr. Estu Widodo, M.Hum as 1st Advisor and Dr. Sri Hartiningsih, M.M. as 2nd advisor. I really feel grateful for their time, patience, support and guidance so I can finish this thesis on time as my plan.

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Finally, I would like to thank everybody who was important to the successful realization of this thesis. This thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Malang, 17 November 2020

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ABSTRACT

This research is to know the applying digital media in English foreign language at SMK Telkom Malang. A qualitative approach was used in which the researcher used observation, interviews and documentation to collect the data. It was found that the teacher applies a digital media like Quizizz, PowerPoint, and YouTube video in the class. Teachers experience several obstacles when implementing digital media in the classroom including internet connection, students' awareness and attitudes in using digital properly and unsupported devices. The solution used to overcome this problem is asking help from the responsible person of facilities at school and use traditional methods. It can be concluded that the use of digital media in the teaching and learning process has a positive and very helpful impact.

Keywords: Teaching English, English Foreign Language, Digital Media.

ABSTRAK

Zahro Hasana, 2020. Penerapan Media Digital dalam ruang kelas Bahasa Asing di SMK Telkom Malang. Tesis. Program Pascasarjana Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang. Dosen Pembimbing: 1. Dr. Estu Widodo, M.Hum. 2. Dr. Sri Hartiningsih, M.M.

Penelitian ini bertujuan untuk mengetahui penerapan media digital dalam bahasa asing bahasa Inggris di SMK Telkom Malang. Pendekatan kualitatif digunakan di mana peneliti menggunakan observasi, wawancara dan dokumentasi untuk mengumpulkan data. Diketahui bahwa guru menggunakan media digital seperti Quizizz, PowerPoint, dan video YouTube di kelas. Guru mengalami beberapa kendala dalam penerapan media digital di kelas antara lain koneksi internet, kesadaran dan sikap siswa dalam menggunakan digital dengan baik dan perangkat yang tidak mendukung. Solusi yang digunakan untuk mengatasi masalah tersebut adalah dengan meminta bantuan penanggung jawab fasilitas di sekolah dan menggunakan cara tradisional. Dapat disimpulkan bahwa penggunaan media digital dalam proses belajar mengajar memberikan dampak yang positif dan sangat membantu.

Kata Kunci: Pengajaran Bahasa Inggris, Bahasa Asing, Media Digital.

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BACKGROUND OF STUDY

Teaching English in Indonesia becomes challenges to the teacher because English does not use daily like in Malaysia and Singapore. The teachers as guides and educators in the classroom are responsible for preparing students who can compete in the world. Studying a language provides learners with the opportunity to gain linguistic and social knowledge. Lin & Chien (2010) State that, foreign language is language learned from different mother tongue where English is not the most important language.

The role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors (Broughton et al., 2003). As a foreign language, it is taught in schools and does not play an essential role in national or social life. So, the learners of English tend to have an instrumental motivation for learning the foreign language. The development of modern technology has an influence on the teaching-learning process. The teacher needs to consider using technology and teaching strategies as learning activities in the classroom. The existence of technology for students of English is a help to facilitate the learning process.

The Ministry of Education has issued a national education system law number 16 of 2007 concerning standards of academic qualifications and teacher competencies. One element of the teacher's professional competence is the teacher mastering technology for educational development activities in the classroom. Teacher mastery and knowledge of information technology will make it easier for teachers to find learning resources and be able to display an interesting learning atmosphere so that students will be more enthusiastic in the learning process.

Nureni (2014) stated that, digital computers that are widely used now have many benefits for education, including being able to present and process data in discrete or numerical forms. The internet is a huge source of information.

There are several online universities that provide online degrees and distance learning is widespread by using audio-visual methods to provide knowledge.

In addition, Technology promoted collaboration between teachers and students during learning activities and teachers who used technology leveraged it to maximize their uses of strategies aimed at facilitating learning and promoting students' exploration of content (Harper, 2018).

Haynes & Shelton (2018) claim that, advances in technology provide educational opportunities to encourage student-centred and personalized learning, but many schools are underprepared, lacking comprehensive organizational strategies for technology-enhanced learning. However, Majeed & Muslim (2016) identified that reality of using technology is still away from the dream: the reason is the little knowledge of using technology in teaching and the technology is not included in the curriculum.

McKnight et al. (2016) say that a successful digital conversion for classrooms, districts, and states are not determined by the technology, but by how technology enables teaching and learning. Some teachers in Singapore integrate technology to facilitate student-centered learning, but they are more likely to use technology as a support tool during teaching than using technology to promote student-centred learning.

Traditional learning methods emphasize the old concept that develops in the educational environment; the teacher plays an active role while the students only accept everything that the teacher gives themselves. While modern learning methods are more pressing on new concepts and the media used are more modern. In this method, students play an active role because students are required to be more creative and think critically.

Elkhayat (2011) States that effective use of ICT in classrooms enhances the learning process in many ways: motivate learners, promotes active learning, and provide practice required to master basic skills. It gives opportunity the learners to use different learning style and there is a significant effect of student's motivations. On the other hand, Bahadorfar et al. (2014) Say that using technology in learning a second language becomes a real necessity.

The computer is an integral part of the learning activity and modern technical ways should be followed for effective learning and teaching. Based on Kuppuraj' research (2017) the use of ICT in a classroom as a tool for language learning has a lot of benefits. It would make repetitive tasks more interesting and could help in creating a long-lasting impact on the learners. The researcher using technology-based blended teaching is more effective and responsive in the classroom. Information Communication Technology (ICT) as a tool for enhancing the teaching of English Foreign Language (EFL) speaking proficiency.

In fact, many schools have used technology but do not understand the application. Because of that, the researcher interested in researching this entitles "Applying digital media in English foreign language classroom at SMK Telkom Malang". Based on background of the study mentioned above, the statements of the problem are 1. What types of digital media used in the classroom? 2. How is digital media implementation in the learning process? 3. What is the teacher problem of using digital media in the teaching-learning process? 4. What is the problem solving using digital media in the teaching-learning process?

REVIEW OF RELATED LITERATURE

Definition of Digital Media

Digital media refers to text, graphics, audio, animation and video processing (Powers & Fowler, 2004). Digital media has become a trend among people. The rise of the use of media makes digital media increasingly popular. Digital media also contributes to various fields. One of the most common uses of digital media is marketing activities. Moreover, digital media also plays a role in the world of education, especially in learning activities.

The use of digital media supports teaching and learning activities carried out by students and students. The main benefit gained from digital media in learning activities is the availability of very broad access to information. You can search for all types of information through digital media, both domestic and foreign information.

Therefore, the knowledge of students will greatly develop with this digital media. In addition, the information provided by digital media can be accessed anytime and anywhere while there is an internet network. This is one of the exclusivity offered by digital media because we can find information easily.

By using digital media, learning activities are not only limited to academic but also non-academic. Students can learn various kinds of knowledge or soft skills anywhere, not limited by the campus or school environment. This opens up opportunities for anyone to develop and learn. In addition, students can exchange ideas and knowledge with others through digital media, especially social media. Of course, this can also attract public interest to know more and get new insights. Digital media is an exciting concept that is growing in popularity and has become a huge influence in our everyday lives. Various forms of digital media have changed the environment and reduce the power and influence that traditional media had in the past.

The Importance of Digital Media in Teaching English

Children's interest in digital media is increasing day by day; this is caused by children who grow up with digital media. As well as the education system which began to change gradually so that making digital media a basic need. Digital media increases comfort because it facilitates access to many tasks, events, traveling, shopping, and further study. The digital age forces all students and teachers to use technology as effectively as possible.

Digital media has become a part of human personal life. A lot of materials in education that uses digital media such as e-books, magazines, brochures for schools or universities and audiovisuals that help in the learning process. Someone can reach these sources of information with effective computer devices. This is the way digital media develops in our daily lives.

The potential of digital media in education is the teaching quality of the teacher, the number of learning choices and student's motivation. Another advantage is that time and place are more effective and efficient.

At the same time, technical improvement in the potential for interaction, participation, and collaboration means an increase in self-organization for students and an increase in conceptual work for teachers. Learning tools and technology enable students to develop effective self-directed learning skills. Students are able to identify what they need to learn, find and use online resources. Efficiency and productivity will increase as time goes by. It also sharpens critical thinking skills, which are the basis for the development of analytic reasoning.

Dr. Deborah Cohen, a professor of digital media at Sogang University uses three digital media based practices to encourage the English lesson; YouTube videos as digital media artefacts, social media for social change, digital storytelling and life writing through digital stories. She clarifies that these practices have been successfully imparting language skills and motivating learners. Teacher preparation and creativity are very necessary for teaching English; this is very helpful in developing students' way of thinking and makes it easy for students to learn directly using the authentic thing.

Types of Digital Media

Bahadorfar et al. (2014) explain some modern technologies available in education today are:

Internet

Leiner, et al. (1997) state the internet is a world-wide broadcasting capability to collaborate and interact between individuals and their computers without regard for geographic location. Not only communication, the internet creates a wider audience in all types of fields but also for day-to-day operations. The internet is commonly used by people throughout the world. Students now use the Internet in the class to learn English. The use of the internet in the classroom makes the student more interesting and easier to find out the suitable material. The students can find any type of data that they are looking for by using search engines like google, yahoo, MSN, etc. Through the Internet, we can collect data

from various sources for any instruction. Students also can find a lot of learning materials, such as video, audio, games and others. In this way, students exposed to a lot of target language and develop their speaking skills.

Google Classroom

Google Classroom is a website developed by Google for school to facilitate the creation, distribution and assessment of assignments virtually. Google Classroom integrates Docs, Sheets, Slides, Gmail, and Calendar into the platform to manage student and teacher communication. Students can join classes using a private code, or be automatically imported from the school domain. Teachers can create, distribute, and mark assignments. This makes it easier for the teacher to monitor the progress of each student by reviewing the revision history of documents and providing comments on revised assignments.

Quizizz

Quizizz is a web for creating interactive quiz games. Quizizz is a web for creating interactive quiz games that students can use in classroom learning (can be used for learning evaluation). Quizizz can now be accessed on the play store for Android users so it is more practical and mobile-friendly. The accesses given to users/students who join is only in the form of question processing and answer choices. The user/student while answering the task, they can see the score/value in percentage form.

E-Dictionary

An electronic dictionary is a dictionary including software installed on tablet or desktop computers, mobile apps and web applications whose data exists in digital form and can be accessed through a number of different media. E-dictionaries have the same function as printed dictionaries but e-dictionaries are the perfect platform for learning a language as it contains sound, video, and animation. Rashid et al. (2015) state that students are more interested in the translation course after using an e-dictionary. There is a significant increase in vocabulary learning and student motivation in participating translation course.

Mohamad et al. (2017) explain that e-dictionary help students to pronounce the word properly and check their spelling as well as the synonyms. So the students are more competent in the second language.

YouTube

According to Almurashi (as cited in Bonk, 2009), YouTube is an attractive social medium that contributes to education. YouTube is designed for sharing a video. The users can upload videos, watch, like and comment on the other channel. These digital media help the student to enjoy the material in the learning process. This media suitable for all components of English: listening, speaking, reading and writing. Additionally, YouTube videos are suitable for specific and relevant teaching materials. YouTube videos also become a communication with important information that is available only in video and is not found in print form.

The uses of YouTube videos in the EFL classroom help students understand and improve performance in English lessons. Before teaching, the teacher must pay attention and consider several things so that the teaching process runs effectively. Among them, the teacher must understand how to apply the technology into English lessons, the topics to be discussed and the purpose of using the technology must be appropriate, and make sure to have a good internet connection.

PowerPoint

PowerPoint is a program developed by Microsoft that allows users to create basic displays to complex presentations. PowerPoint helps teachers to improve the quality in terms of presenting material to students in class. This can also help students in increasing vocabulary because the power points consist of colourful pictures and words.

The Advantages and Disadvantages of Using Digital Media

Hamiti & Reka, (2012) identify the advantages of teaching using digital media, especially technology for teachers and learners.

The advantages of teaching using digital media (for teacher)

1. Technology allows teachers to do things that were not possible in a traditional classroom setting
2. By using technology the teacher can change course development and delivery methods
3. The technology serves teachers for using teaching time more effectively and controlling their workload
4. With the use of technologies, teachers can increase the number of resources
5. The use of technology positively affects in improving the quality of teaching and learning
6. The technology offers and provides more flexibility (both to students and teachers) Also, with the use of technology teachers have the opportunity to offer the same course in three different ways: face-to-face, mixed-mode and fully online. In this way, we can include all different learning styles in the same course content.

The advantages of teaching using digital media (for student)

1. Enables the number of students in the classroom not to be limited to the number of chairs, but always to have free seats for new learners
2. Gives learners the opportunity to follow different international programs as, seminars, training, courses, etc.
3. Provides new perspectives for independent learners

The disadvantages of teaching using digital media

1. The use of technology in the classroom can disrupt student concentration in the learning process
2. Students do not interact well in class

3. The use of digital media makes it easy for students to commit fraud
4. Many mistrust and invalid sources are used as guidelines

Based on Aydin's journal (2007) Some disadvantages of using digital media are that teachers and students sometimes do not realize why, how, who and where they teach and learn. in addition, although the material on the internet is easy to find, there are difficulties in integrating the material into the second language curriculum.

The Implementation of Digital Media

Jiménez (2014) Suggests that teacher can be a model for students; the teacher explores how to use new technology so that students are able to create a community of cooperation and learning using digital. Technology as a supporting tool in learning will be very effective if the teacher understands how to use and apply it in learning activities.

Inline, (Akinwamide, 2012) states that with the appropriate pedagogic preparation, certain skills can be specifically enhanced using the new technologies.

These four skills can be integrated with technology so that it will facilitate students and teachers in the learning process. Teachers can use radio or audio as used by BBC English radio "radio direct programming". It will help in understanding ideas, pronunciation the words and applying the meaning optimally. The use of technology in the learning process can improve communication knowledge, skills and language abilities of students.

There are some research objects that cannot be brought into the classroom, for example, the Sun, plants or mall atmosphere. The lack of research objects makes students become unfocused and lazy because they have no contact with the object of study. Projectors can be used to provide pictures of the sea, sun, and other immovable research objects so learning becomes easier, students can see, argue, understand what they are getting. In addition, the Projector helps and solves classroom problems that are too dense and broad.

There are several stages of the learning process. This stage is divided into three namely pre-teaching, while-teaching and post-teaching.

Pre-Teaching

Pre-teaching is a strategy given by the teacher to students before starting the lesson. Pre-teaching give students more knowledge and confidence when the teacher provides topics to be discussed in class.

Things done when pre-teaching:

- The teacher warmed up by brainstorming
- The teacher explained the basic plan for the lesson
- The teacher talked about the relevance of the lesson to the learning objectives

The teacher held a warm-up session to motivate the students and focus their attention on the topic. It help to increase student involvement and reduce frustration.

While-Teaching

This stage depends on the lesson plan that the teacher has prepared. When the situation is not following what was agreed upon, the teacher is required to be able to understand the needs of students and provide a backup technique or strategy. This supportive phase requires teachers to be more creative and sensitive to the needs of students. The teacher also plays an active role as a facilitator that facilitate students to develop more by learning.

Things done by S1 in while-teaching:

- Students saw a video that contains an explanation of conditional sentences or IF Clause (type 0,1,2,3)
- Students paid attention to differences in IF Clause type 0,1,2,3
- Students and teachers reviewed the IF clause difference types 0,1,2,3
- Students worked on type 1 and 2 conditional problem exercises
- Worksheets are provided online

<https://www.liveworksheets.com/search.asp?content=conditional+sentences>

- The teacher walked to each student as a facilitator so that the process of understanding students runs well.

Things done by S2 in while-teaching:

- Observing (student observed and identified a text)
- Questening (student gave the question and the other student answered the question)
- Experimenting (students were divided into groups and given the task of each group)
- Associating (Students described the scheme about the formation of the report text)
- Communicating (Students explained again the characteristics of the report text and students wrote text reports simply)

Post-Teaching

Post-teaching is the end of every meeting process. In this stage is marked by a review and assessment that they have concluded.

Things done in post-teaching:

- The teacher summarized and reflected on what has been learned and accomplished
- The teacher asked student about the material given by teacher

Teachers Problem in Teaching English using Digital

Based on Earle (2002) cited in (Ranasinghe, 2009) discussed two types of reasons the difficulty integrating technology in the classroom. The first relates to extrinsic items such as online access, time for planning, support, resources, and training in order to have the necessary skills. The issues related to inadequate equipment or connectivity, called accessibility. If the school does not have adequate computers and a fast internet connection, educational applications are not feasible.

Furthermore, the teachers do not provide effective professional development on new technology; they will not be capable of using it to its full potential.

The second involves intrinsic items such as attitudes, beliefs, and practices about traditional teaching methods. Lack of teachers' thoughts and beliefs about the benefits of technology and the experience they needed to use the technology, they tend to persist using more traditional methods.

Habibu et al. (2012) wrote in their research that some of the issues that are a problem in implementing digital media are:

1. Lack of software problem
2. Lack of sufficient training
3. Lack of learning equipment tools and resources
4. Teachers' reluctance to new technology
5. Lack of skilled personnel
6. Time limitation
7. Lack of confidence
8. Lack of knowledge

Problem Solving in Teaching English using Digital Media

First, teachers must determine what technology they will use in their instruction. Every educator must have the ability to choose the technology they want so that the teacher is able to teach using an appropriate way. By giving teachers more freedom to choose, they will maintain a very important sense of class control. The other solution is specific type of training that is available to teachers. School administrators must seek help to identify and provide on-going training for teachers. The use of technology must also be in accordance with the material and standards used at the school, including student curricula that integrate technology, professional development resources (teacher training standards), and assessment (evaluation of student standards).

Clement (2017) States that he found several solutions that can be done when a problem occurs in the use of digital media in the classroom, including:

1. Knowledge management (e.g. validation of information, quality assurance of information)
2. Change management
3. Agile management (e.g. responsiveness, iterative process)
4. Self-learning and lifelong learning
5. Discerning the limits and barriers of technology (e.g. knowing when technology is helpful and when it is not).

RESEARCH METHOD

Research Design

In conducting research, we need research design. The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. In this research, the writer used qualitative approach because this study focuses on the analysis or interpretation of the digital media used in classroom.

Creswell J. W. (2012) determines that qualitative research address to a research needs more to explore. The information about the phenomenon of study can learn more from participants through exploration. Meanwhile, Hancock, et al. (2009) involves deepen understanding and explore how people experience something, or what their views are, explore a new area where issues are not yet understood or properly identified.

Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data (Ary et al., 2010). The study identified the use of digital media of EFL teachers for teaching and the problems that appeared during the teaching-learning process.

Additionally, the investigation conducted to figure out the teachers' solutions in solving problems to keep the aims of teaching achieved.

Research Subject

This study to explore how digital applied in English foreign language classroom. The researchers conducted research at Telkom Malang Vocational High School. The school was chosen as the setting under consideration. Firstly, Vocational high school of Telkom Malang is the pioneer of the first vocational high school in Indonesia in the field of Information Technology, experienced from 1992 which has been accredited "A" and has ISO quality standards. The subjects of this study were two English teachers who were selected based on several criteria including graduating from English education, teacher who teach eleventh grade, being able to communicate in English, and have teaching experience for 2 years.

Data Collection Technique

The study was systematically done through the qualitative approach. To get the required data and information for this research, observation, interviews, and documentation were conducted as the instruments. The specific steps of observation and interviews are presented below.

Observation

Observation is a complex research method because it often requires the researcher to play a number of roles and to use a number of techniques, including her/his five senses, to collect data (Baker, 2006). In this study, researchers collected data through observations of teachers, students, and the atmosphere that occurred in the classroom. During the research, researchers sat at the very back of the class. The researcher conducted research once a week and it took 2 hours in one meeting. Researchers do not interact with students or teachers during the teaching and learning process in the classroom. The researcher's task is to observe and record the experiences of teachers and students in the classroom and their interactions with each other related to digital media.

Interview

Interviews in qualitative research may be unstructured, semi-structured or occasionally (Lopez et al., 2013). Interviews were conducted with 2 teachers and four participating students from each class to confirm the truth of the teacher's statement. The purpose of the interview is to listen to and understand their thoughts when expressing the material taught using the digital media used by the teacher. In this study, interviews were conducted by researchers using semi-structured interviews with open questions to explore the views of the subject studied about many things that are very useful to be the basis for further, complete, and in-depth digging information. Follow-up questions depend on the answers given by each interviewee. With the participant's permission, the researcher recorded the interview for reference. The interviews conducted at the location suggested by the interviewee or teacher outside the classroom. Interviews were held on January 28, 2020, for S1 and February 02 for S2 for around 40 minutes. The interview items consist of 16 questions, 5 items about the types of digital media, 4 items about the implementation, 4 items for the problems in implementing digital media and 3 items for a solution.

Documentation

Documentation is a data collection by gathering and analyzing documents, whether written documents, drawings and electronic. Documents are mainly written texts which relate to some aspect of the social world. The function of the documentation method is to make credible the result of observation or interview. The researcher collect syllabus and lesson plan as a document in this research.

Triangulation

Triangulation is a method to confirm finding and support independent measures. Denzin (2001) assumes kind of triangulation; by data source, by method, by researcher, and by theory.

Data Triangulation

Data Triangulation is the collection of data from various different sources using the same method. The researcher was collected the data from 2 of English teachers and 4 students of XI class.

Methodological Triangulation

Methodological Triangulation is an attempt to improve validity by combining various techniques in one study. The researcher used observation, interviews, and documentation as a method to gather the data.

Credibility

Credibility essentially asks the researcher to clearly link the research study's findings with reality in order to demonstrate the truth of the research study's findings. To establish credibility, the researcher used the triangulation technique in this research involving data triangulation, methodological triangulation, investigator triangulation, and theory triangulation. "Triangulation among complementary methods and data sources produced generally converging conclusions" (Miles et al., 2014).

Data Analysis

Ary et al. (2010) said that data analysis is a process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study.

Researchers analysed the data into 3 stages based on the theory of Miles et al. (2014); (1) data reduction, (2) data display, and (3) conclusion. Data reduction is defined as the process of selecting, simplifying, abstracting, and transforming data that from field notes. Data reduction analysed that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. Data display means the researcher presented a major means of valid qualitative analysis, which includes: various

types of matrices, graphs, networks and charts. Everything is designed to combine information arranged in a form which is compact and easy to reach. Thus the researcher can see what is going on, and determine whether to draw the correct conclusions or not that might be useful. The final step is the stage of drawing conclusions based on the findings and verifying the data. If the conclusions put forward at the initial stage are supported by strong evidence in the sense that they are consistent with the conditions found when the researcher returns to the field, then the conclusions obtained are credible conclusions. The final conclusion is not only occurs during the data collection process, but it needs to be verified so that it can really be accounted.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study was conducted at Vocational high school Telkom Malang. The research subjects were two English teacher: Subject1 and Subject2 teach English in eleventh grade. Then, based on the statement of the problems, the results of this study consist of: (1) the types of Digital media used in the classroom, (2) the implementation of digital media in the classroom, (3) the problem of using digital media in the classroom, (4) problem solving of using digital media in the classroom.

The Types of Digital Media used in The Classroom

This research was conducted at Malang Telkom Vocational High School where the researcher focused on digital media used by teachers in learning English. The researchers examined 2 teachers who had been selected based on several criteria through observation and interviews. The criteria for teachers to be studied are graduates of English language education, the teachers has experienced teaching for 2 years, teachers who teach high school in grade 2, and can speak English well. Interviews were conducted to answer the first, third and fourth questions, including the types of digital media used in the classroom, the problems faced by the teacher in the classroom and the solutions to solve these

problems. Observations were made to answer how the implementation of digital media in the classroom.

Table 1 Types of digital media used in the Classroom

	S1	S2
Most Dominantly used	PowerPoint	PowerPoint
	Google Classroom	Google Classroom
Dominantly used	Quizizz	Quizizz
	YouTube Video	Video
	Google Drive	
Rarely used	Kahoot	Etmudo
	Hot Potatoes	

From the table above, it can be concluded that teachers often use PowerPoint and Google Classroom as digital media used in the classroom. The teacher has chosen to use this media because it is the easiest and most attractive to display in class. Based on interviews it was found that the teacher in the class used several media prepared by the school in the classroom. Besides, the teacher only carried an individual laptop and prepares several applications or media that used in the classroom as proved below:

“The most important are some learning applications such as creating questions on the Quizizz application, Google Classroom, Kahoot, Hot Potatoes, Video, PowerPoint, and Google Drive” (S1,28022020)

S1 used a variety of digital media to support classroom learning including Google Classroom, Quizizz, Kahoot, Hot Potatoes, Video, Power Point and Google drive. When observing on February 21, 2020 the researcher found that the teacher did use YouTube videos when explaining the material as proved below:



Figure 1. The teacher show a video about conditional sentences

Almost the same with the first one, another teacher set the suitable media used in the classroom as a media to support the learning process as:

“I use some digital media in class including Quizizz, Google Classroom and Etmudo” (S2, 12022020)

After conducting interviews with the teacher concerned, the researcher also interviewed 2 students of 11th grade students from each teacher to check the validity of the data. The researcher asked about the media used by teachers in the classroom and student responses regarding learning using digital media.

The Implementation of Digital Media in the Classroom

In implementing the use of digital media in the classroom, the teacher prepared materials and digital media that used in class.

Both S1 and S2 were gone through several stages in teaching namely pre teaching, while teaching and post teaching. Before teaching, the teacher has also prepared a lesson plan so that learning objectives are achieved well. Before starting learning, the teacher brainstorms so that students feel relaxed and can follow the learning process in the classroom. The teacher brainstorms about 10 minutes and the students’ responses were very positive and they looked more enthusiastic.

February, 21 2020 as the first meeting, S1 taught conditional sentences, or often called if clause. Some media for the learning process are available in the classroom, namely LCDs, projectors and speakers while the teacher only carries a laptop that already contains material to be taught in class.

“Today, Miss will show you a video about conditional sentences. Please prepare your book and pen. Don’t forget to write what the important things you get and pay attention to the video” (S1, 21022020).

Another proof of using YouTube video can be shown below:



Figure 2. The teacher shows a YouTube video

The figure above showed that the teacher presents a video about conditional sentences taken from the YouTube channel of Puri Viera. Before playing the video, the teacher asks students to prepare books and pens to take notes on important things during the video. The teacher repeats the video at least 2 times and stops at a certain part then asks students if they understand or not. If students understand, the teacher continued in the next section and if they do not understand, the teacher repeated again. After the video playback is finished, the teacher explains using the blackboard for more details.

At the next meeting, S1 and students asked questions about the material last week as a recalling memory. At this meeting the teacher does not provide additional material but the teacher gives practice questions about conditional sentences. Before giving questions, the teacher allows students to see the video that was played in class last week.

Then the teacher gives the questions online at the link <https://www.liveworksheets.com/search.asp?content=conditional+-sentences>.

The teacher also keeps monitoring students by going around the class.

Besides, S2 also used digital media to increase students' interest in learning English. The first meeting on 05 February 2020 S2 gave an exercise on questions that can be accessed via website at quizizz.com.



Figure 3. The teacher gives task to student

The picture above shows students doing exercises using an individual laptop. The teacher only monitors and makes sure that the students really do the task given by the teacher. Before conducting the test, the teacher ensures that all laptops or cell phones that students used to carry out the test are already installed and connected to the internet. The questions prepared by the teacher are 40 questions and the teacher gives the opportunity for students to answer 2 times. The question must be completed within 1 hour 30 minutes. After working on the problem the teacher explained the results of student grades in front of the class in sequence from highest to lowest.

At the next meeting on 04 March 2020, S2 taught reports text using power points. Power points prepared by the teacher are fresh and simple. This is one of the attractions for students to keep paying attention and enthusiasm for learning. The teacher gave instructions to students to read the text that was displayed on the

screen such as “*Can you see on the screen clearly? Who wants to read this text? I will give a score for anyone who wants to read*” (S2, 04032020).

It is supported below:



Figure 4. The teacher explains the material

Figure 4 shows that the teacher is giving material in front of the class. The teacher displayed a power point about the material being taught. In this case, the teacher is explaining the report text. Some students asked questions relating to the report text and the teacher explains again using the blackboard for more details. The teacher does not forget to insert emoticons in power points and make colour gradations that are comfortable to see. After explaining some points about the text of the report the teacher gives questions that must be answered by students who are appointed by the teacher.

After completing the report text material, the teacher gave a game called crossword puzzles. The teacher gave students time for a short break by giving a crossword game as below:

“Who can answer horizontal line No. 1? I will give a score for those who can answer correctly” (S2, 04032020). It is supported below:



Figure 5. The teacher shows Educational Technology Crossword Puzzle

The picture above showed students trying to answer questions. The teacher gave a score to students who have successfully filled the puzzle in front of the class. Then, the classroom becomes more crowded and students are more active. The teacher gave students the opportunity to answer questions on the screen. Students become more focused and pay attention to the screen to answer correctly.

The Problem of Using Digital Media in the Classroom

Digital media are teaching aids that can be used by teachers in teaching and learning. Some reasons for the lack of maximum use of digital in the classroom are limitations time to prepare for teaching and difficulty finding suitable media. Some factors that also affect are the lack of staff to supervise students and inadequate training from schools. The researcher asked the teachers about the problems often encountered in the classroom when using digital media on both teachers.

Each learning process is never separated from some existing problems. Both teachers S1 and S2 believes the problems and challenges faced by the teacher can be solved well. Subject1 has a serious problem in teaching in the classroom that is the ability of students to use technology tools such as laptops and cell phones to make it easier for students to get answers. This makes students know the key

answers to the questions given by the teacher by breaking into them as the teacher said when interviewed by researcher:

“When teach in class, some students who are already familiar with technology hack the questions i will give in class. Because of that S1 replaced the test with the teacher's manual method and was also responsible for morally disciplining students” (S1, 28022020)

Some things that also influence the use of digital media in the classroom are students' expectations not to write to make students fully dependent on digital. Of course it was difficult if at one time there are problems with digital media. Similarly, the lack of awareness and mentality of students who still underestimate because they think the answers can be obtained on Google.

According to S2, the problem that often occurs in class is the device used in learning whether it comes from the network or software.

“Some of the obstacles I have faced in teaching using digital media include internet connections, sometimes students or teachers get into trouble when connecting devices to the internet. Another problem is that laptop / mobile media do not support software or sites that teachers and students want to access” (S2, 12022020).

Most of all the teaching in this school uses technology, so the most important thing is the internet network. Internet networks are very helpful in implementing digital media in teaching. Sometimes, students or teachers cannot access because the network is having problems. Another problem is a laptop or cell phones that do not support the software or site that will be used by the teacher or student.

Problem Solving of Using Digital Media in the Classroom

The use of digital media in the classroom has several negative sides including students being able to break into the Kahoot system so that some students can know the questions that will be given by the teacher. However, the teacher prepares a backup strategy when dealing with problems like this.

“If students break into the system then I will replace online questions into manual and oral, this will reduce the fraud students can do when using digital media” (S1, 28022020)

The teacher suggests that the teacher should always think positively and innovatively to support the quality of the teacher himself so that he can adapt to this digital environment. The proper use of digital media will greatly help teachers in the classroom. Students prefer to do assignments online because they don't need to write and save time. The remaining student time can be used to answer several questions as an exercise. The teacher also tries to discipline students so that students are not only known the knowledge but having an attitude and behaviour in daily life.

If there is a problem with the network, the teacher contacted and asked for help from those responsible for the facilities and infrastructure in the school. Almost the same with the first one, another teacher set conventional or traditional methods when the digital usage is not successful. S2 used board games or paper to replace the digital media.

“I usually prepare backup media for teaching if digital can't be used or there's a problem. Whatever crossed my mind, whether it was a game or anything” (S2, 12022020)

According to the teacher the problem was the network and the software that couldn't be connected. Other things do not become a problem or interfere with the teaching and learning process in the classroom.

Discussion

The findings of the study found that the teachers implemented digital media in teaching English. When teaching in the class, teachers are required to master and utilize learning support tools that have been provided by the school. Each class is equipped with LCD projectors and speakers that help teachers and students in the learning process. Besides, teachers and students carry laptops individually.

Based on the first research question, the findings indicated that the digital media is very helpful in learning English. S1 explained several reasons for using YouTube videos and digital devices as media in the classroom. The digital media was appropriate for students' needs because they needed interactive learning, fast,

easy to understand, because students got bored quickly and were less attractive. Almost all systems in school use digital. Assignments or exams it can be directly accessed in Siakad namely Google classroom. The teacher only distributes tokens then students can do and collect the task. After submitting, the results will automatically be entered in their own Siakad.

S2 has chosen to use digital media as mentioned in the research findings for several reasons. One of them is the media makes it easy for teachers to adjust the development of time to the needs of students. The other reasons are it facilitates the teacher in terms of delivering information to student directly to each child and help the teacher to develop portfolio during the learning process.

From the two teachers above it can be explained that they prefer to use digital media because it is simple, easy to understand and can be accessed by all students. Technology currently plays an important role in teaching and learning English. The teachers emphasize the importance of digital facilities to support teachers and students in the teaching and learning process. Language teaching and the use of digital technologies are interconnected and can be considered as an inseparable part of language learning process (Abbasova & Mammadova, 2019).

(Abbasova & Mammadova, 2019) Cited in (Chhabra, 2012) that a majority of teachers in Europe (90%) use ICT to get ready with the lessons. Also, the institute of Educational Technology in US has developed a “National Educational Technology Plan” for improving education through the power of technology (Motteram, 2013).

The second research question was about the implementation of digital media in the classroom. The findings indicated that the implementation of the two teachers is structured based on the learning plan that has been made by each teacher. The teacher divided learning activities in the classroom into three stages namely pre-teaching, while-teaching and post-teaching. Different from S2 that used the lesson plan, S1 only used teaching scenario as a reference for teaching in the classroom.

S1 displayed YouTube videos as a medium for teaching conditional sentences. This makes students more interested in paying attention to the material taught by the teacher. After displaying the video, the teacher will also explain the material if it is felt that it is not understood. Using YouTube as a medium for teaching English is the right choice because students are interested and more focused in learning. YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe (Terantino, 2011). Students have opportunity to engage meaningfully the target language through YouTube video.

S2 used Power Point and Quizizz as digital media in learning English. The test is prepared in an online form that is accessed in the website of quizizz. Students really enjoy do the task even though sometimes some students are still crowded. Students feel happy and enthusiastic. Students will know the results after inputting and storing answers. After finishing the task, the teacher explained the results of student grades in front of the class in sequence from highest to lowest. After seeing the results displayed in front of the class, students begin to be challenged and want to get the highest score in the next exercise. Students look very enthusiastic and this can motivate students to be more active in learning.

At the next meeting, the teacher taught text reports using power points. Power points prepared by the teacher are fresh and simple. This is one of the attractions for students to keep paying attention and enthusiastic for learning. Some students look sleepy and tired. But the teacher has anticipated it by preparing a quiz in the form of a crossword puzzle. The teacher gave a score to students who have successfully filled the puzzle in front of the class. Then, the classroom becomes more crowded and students are more active.

By using media such as Quizizz and Power point, the students are very helpful in conveying information and increasing student enthusiasm in learning. The research conducted by (Bal, 2018) showed that students who practice vocabulary using mobile phones are better than groups who practice using

paper. The researcher does research about using Quizizz in to enhance student vocabulary and the test show that the experiment group slightly outscored the control group.

The third research question was about the problem faced by teacher in the classroom. The finding indicated that problems that arise in class come from anywhere. S1 stated that the problem is the lack of student awareness and attitude in using digital in the classroom. This makes students to be able to commit fraud that can harm themselves and others such as breaking into links containing questions from the teacher. S2 stated that the problem is only with the device or digital media used. This greatly affected the learning process because when the network is problematic it will have an impact on the use of the other so the teaching and learning process is not going well.

The last question was about problem solving in teaching using digital media. The finding indicates that all teachers have different problems and solutions from each other. It depends on how the problem is faced by the teacher in the class.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research conducted, it can be concluded that the use of digital media in the teaching and learning process has a positive and very helpful impact. Technology is increasingly developing and has been widely used in all aspects of life, especially in the world of education. This is the reason why social networking is not only a valuable tool for improving classrooms but must also be used as an opportunity to teach students skills and ensure the use of social media that is safe and enriching. Some of the digital media most frequently used by teachers in the classroom to support learning English are PowerPoint and Google Classroom. Other digital media are used in certain circumstances or adjust to the material to be taught. The teacher in the class prepares lesson plans and suitable media based on the material to be taught to students. Problems often faced by

teachers when teaching come from various types including students, devices, or from the teacher himself. When the teacher can analyze the existing problems, the teacher will find a solution so that the learning process can run smoothly.

Suggestion

Based on the results of this research, the researcher would like to give suggestions to the English lecturers, future researchers, and EFL students. Firstly, focus on what the teacher are already using. It will help teachers to evaluate deficiencies when implementing digital media so that teachers will make improvements and upgrades or make the latest innovations about media that are more suitable for the material to be taught. Further, the teacher must know about the use of the application or digital that will be used. The teacher should open minded towards new approaches of teaching. Secondly, the teacher must emphasize student awareness in the use of digital media in the classroom. Some things that must be considered are benefits, consequences, reliable sources and attitudes towards digital media. The last is when problems arise; teachers need to find ways to solve problems that involve the use of ICT.

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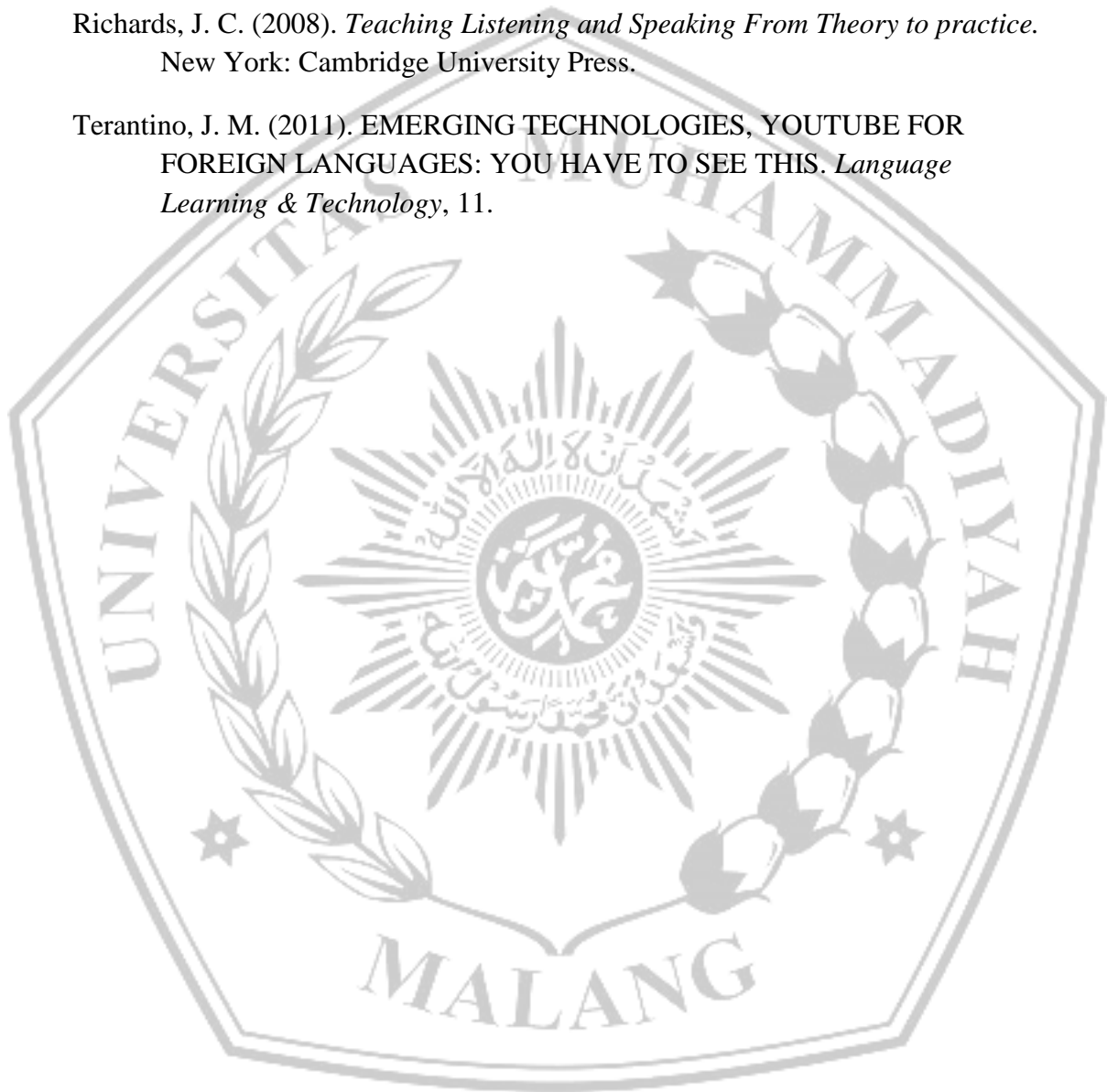
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APPENDIX 1

INTERVIEWS GUIDELINE

Subject 1

No.	Topics	Questions	Answers
1.	Types of digital used in the classroom at SMK Telkom Malang	1. Do you have experience teaching English?	I taught English for 2 years and 6 months. In this school I have been teaching for 3 months.
		2. What is the important of digital media in teaching learning process?	Digital media plays an important role in the learning process of students in class. The students at this time need an interactive, fast and easy to understand lesson. It is very helpful for effective teaching and according to student needs because students get bored quickly and need something more interesting, such as Hahoot and Hot Potatoes.
		3. What types of digital do you used in the classroom?	The most important are some learning applications such as creating questions on the Quizizz application,

			Google Classroom, Kahoot, Hot Potatoes, Video, PowerPoint, and Google Drive
		4. Why do you choose that types of digital?	<ul style="list-style-type: none"> • Digital media makes it easier for teachers who have a lot of teaching hours. The teacher only needs to prepare the material or questions in the home then share the link that has been arranged so that students can only access it in class. • Students no longer need to write so that the available time can be used to work on more questions such as listening and vocabulary exercises.
		5. Do the students be able to access to this digital?	Yes, all students can access because at school there are already Wi-Fi facilities and students already have their own laptops and hand phones that are equipped with applications used in class.
2.	The implementation of digital media in the learning process at SMK	1. How is the implementation of digital media?	The teacher prepares a lesson plan according to the material to be taught in class. The teacher also prepares digital media in accordance with the

	Telkom Malang		material in the classroom and as usual there are pre-teaching, while-teaching and post-teaching.
		2. What teaching strategies do you most often used in the class? Why?	I often use a genre-based approach because there is a clue at the beginning so that students are curious and pay more attention to take lessons in class.
		3. When should you integrate Technology?	Teachers always integrate technology in every lesson at least power point.
		4. Do you ever combine digital media with other tools to support the learning process?	I usually combine digital with blackboard media if students don't understand and need a more detailed explanation.
3.	The problem of using digital faced by teacher in the teaching-learning process at SMK Telkom Malang	1. Are there any adverse effects of using technology in the classroom?	Yes, there are negative effects, including students not focusing when taking lessons in class and playing mobile phones.
		2. What do you expect to be the outcomes of your teaching?	With digital media in the classroom, the teacher hopes that students can learn more because everything is accessible and students don't need to write, print, etc.

		3. What were some of the challenges you encountered using digital media in the classroom?	When teach in class, some students who are already familiar with technology hack the questions i will give in class. Because of that S1 replaced the test with the teacher's manual method and was also responsible for morally disciplining students.
		4. Does psychological and cultural influence the use of ICT in the classroom?	yes it does <ul style="list-style-type: none"> • Students' expectations of not writing • Lack of awareness of students and mentally still underestimate the lesson because they think all the answers are on Google
4.	Problem solving using digital media in the teaching-learning process at SMK Telkom Malang	1. What do you do if this technology does not have a good impact on students?	The teacher makes tests manually and tests verbally so that the teacher can find out the real results because sometimes students cheat when using digital media
		2. How have you handled conflicts that arise among teaching learning process?	Usually I cancel the cheating results and don't do remedial so that students have awareness and don't want to repeat them
		3. How do students respond to digital	Students are very enthusiastic and more interested in

		media that is used by the teacher in the classroom?	learning to use digital
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Subject 2

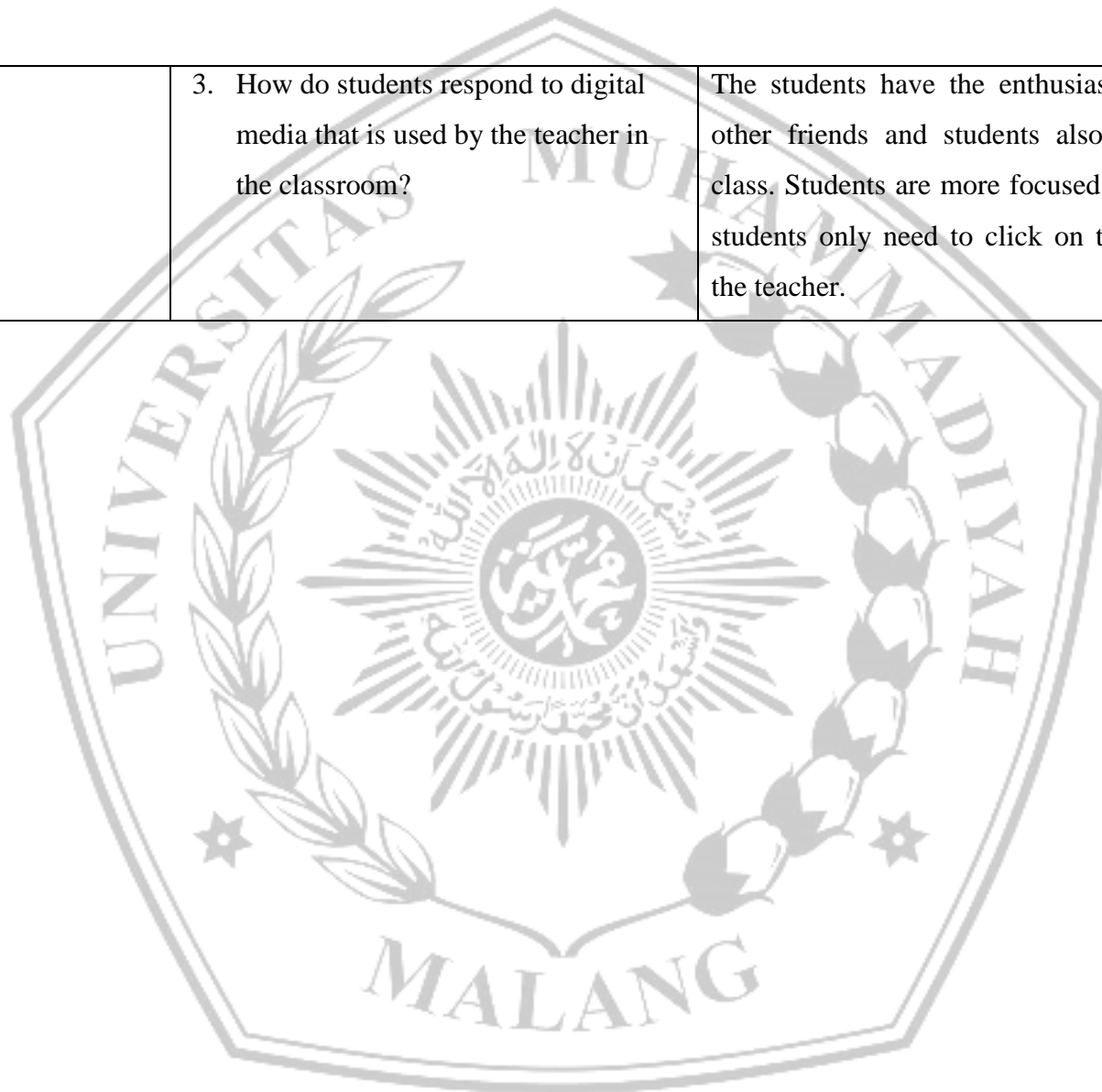
No.	Topics	Questions	Answers
1.	Types of digital used in the classroom at SMK Telkom Malang	1. Do you have experience teaching English?	I have been teaching English for 5 years and in this school for 1 year and 2 months.
		2. What is the important of digital media in teaching learning process?	For now, the role of digital is very vital besides helping the teaching process, digital also helps in portfolios or student data during teaching.
		3. What types of digital do you used in the classroom?	I use some digital media in class including Quizizz, Google Classroom and Etmudo.
		4. Why do you choose that type of digital?	<ul style="list-style-type: none"> • Make it easier for teachers in terms of delivering information to each student directly • Make it easier for teachers to develop student portfolios during the teaching and learning process • Digital media is very familiar to students,


			especially Z generation, because students have known digital since childhood.
		5. Do the students be able to access to this digital?	Access is very supportive. This school is engaged in computers, so students are required to have a laptop or a device that can be used to access digital media. Access is not a problem for teachers or students in the classroom.
2.	The implementation of digital media in the learning process at SMK Telkom Malang	1. How is the implementation of digital media?	The teacher prepares the lesson plan and in its implementation the teacher follows the lesson plan that has been made.
		2. What teaching strategies do you most often used in the class? Why?	I usually use a student centre because learning is more focused on students with a scientific approach. The teacher also brainstorms either at the beginning or in the middle of learning when the student's situation is bored and looks not enthusiastic, the teacher will invite students to take a short break.
		3. When should you integrate Technology?	The teacher integrates digital media at certain times, such as when giving grammar material. In the

			evaluation process, the teacher uses Quizizz to make it more fun and less boring.
		4. Do you ever combine digital media with other tools to support the learning process?	Sometimes I use the blackboard to explain material or paper media for playing games in class.
3.	The problem of using digital faced by teacher in the teaching-learning process at SMK Telkom Malang	1. Are there any adverse effects of using technology in the classroom?	The use of computers or mobile phones also has a negative side, namely when doing assignments given by the teacher, students usually still open applications on the mobile phones and it disturbs the concentration of students to stay focused on the task. However, students still work on and complete the task
		2. What do you expect to be the outcomes of your teaching?	The teacher hopes that by using any media, whether digital or conventional, students can understand the whole material well and be shown with good grades and students can practice it outside of learning.
		3. What were some of the challenges you encountered using digital media in the classroom?	Some of the obstacles i have faced in teaching using digital media include internet connections, sometimes students or teachers get into trouble when connecting devices to the internet. Another problem is that laptop

			/ mobile phones media do not support software or sites that teachers and students want to access.
		4. Does psychological and cultural influence the use of ICT in the classroom?	Psychology and student culture also influence the learning process. The students who have high enthusiasm, the conditions and situations in the classroom will also support. It's different with students who just enter without the desire to learn, so the situation doesn't support it either.
4.	Problem solving using digital media in the teaching-learning process at SMK Telkom Malang	1. What do you do if this technology does not have a good impact on students?	When digital use is not successful, the teacher will try to use other methods such as conventional or traditional use such as board games or paper, even though from the negative side the teacher has to make and prepare the media.
		2. How have you handled conflicts that arise among teaching learning process?	When there is a problem, usually contact the school facilities and infrastructure to repair the network that is not connected. The teacher has also prepared a second step such as conventional media if a problem occurs, then using a blackboard or paper media as a delivery of material to students.

		3. How do students respond to digital media that is used by the teacher in the classroom?	The students have the enthusiasm to compete with other friends and students also look not bored in class. Students are more focused on learning because students only need to click on the link provided by the teacher.
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	SMK TELKOM MALANG	No Formulir	MOKLET-KUR-FORM-001-SILABUS
	Alamat : Jl. Danau Ranau Sawojajar - Kedung Kandang Malang	No Revisi	000
	SILABUS	Tanggal Berlaku	15 JULI 2019

SILABUS MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMK TELKOM MALANG

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : XI / 1 dan 2

Kompetensi Inti :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan

lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : • Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja bahasa Inggris.
- Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.
 - Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.
 - Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan	3.13.1 Mengidentifikasi ungkapan (expression) yang sering digunakan dalam memberikan saran dan responnya 3.13.2 Mengidentifikasi ungkapan (expression) yang sering digunakan dalam memberikan tawaran dan responnya	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya <i>Fungsi Sosial</i> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan 	Mengamati <ul style="list-style-type: none"> Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan/pengarah dari guru, siswa 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/penyampaian 	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dai.lyenglish.com - http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks penggunaannya. (Perhatikan unsur kebahasaan should, can) 4.13 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan	4.13.1 Melafalkan ungkapan-ungkapan dalam memberi tawaran beserta responnya 4.13.2 Menyusun percakapan sederhana tentang memberi saran dan tawaran beserta responnya.	ungkapan memberi saran dan tawaran dan meresponnya <i>Ungkapan</i> Saran dan tawaran: <i>Why don't you...</i> <i>What about ...?</i> <i>You should ...</i>	mempertanyakan: - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. Mengeksplorasi • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut	CARA PENILAIAN: Unjuk kerja • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya Pengamatan		- http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<p><i>You can</i> <i>Do you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli,</p>	<ul style="list-style-type: none"> Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. Siswa memperoleh balikan 	<p>(observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kerjasama, dan proaktif	<p>(<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <ul style="list-style-type: none"> Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa bermain peran memberi saran dan tawaran serta responnya Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur 			

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			kebahasaan serta strategi yang benar dan sesuai dengan konteks. <ul style="list-style-type: none"> • Siswa membuat 'learning journal' 			
3.14. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional	3.14.1 Mengidentifikasi ungkapan (expression) yang sering digunakan dalam memberikan	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in	<p>saran dan responnya</p> <p>3.14.2 Mengidentifikasi ungkapan (expression) yang sering digunakan dalam memberikan tawaran dan responnya</p> <p>4.14.1 Melafalkan ungkapan-ungkapan dalam memberi saran</p>	<p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p>	<p>pikiran</p> <ul style="list-style-type: none"> Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan 	<p>ungkapan menyatakan pendapat dan pikiran</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan 		<p>internet:</p> <ul style="list-style-type: none"> - www.dailylearning.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
my opinion) 4.14. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi	beserta responnya 4.14.2 Melafalkan ungkapan-ungkapan dalam memberi tawaran beserta reponnya 4.14.3 Menyusun percakapan sederhana tentang memberi saran dan tawaran	<i>In my opinion</i> ... <i>Unsur Kebahasaan</i> Ucapan, tekanan kata, intonasi	ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i> , dan kegiatan lain yang terstruktur. Mengasosiasi <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam 	pendapat dan pikiran. <ul style="list-style-type: none"> Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya Pengamatan (observations): <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. 		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	beserta responnya.		bahasa siswa. Mengkomunikasikan <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
3.15 Menganalisis	3.15.1 Mengidentifikasi ungkapan	Teks lisan dan tulis untuk	Mengamati <ul style="list-style-type: none"> Siswa 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Tingkat ketercapaian 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya 4.15 Menyusun teks lisan dan tulis untuk menyatakan dan merespon	(expression) yang sering digunakan dalam memberikan saran dan responnya 3.15.2 mengidentifikasi ungkapan (expression) yang sering digunakan dalam memberikan tawaran dan responnya 4.15.1 Melafalkan ungkapan-	menyatakan harapan dan doa serta responnya <i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan:</i> harapan dan doa - <i>I hope ...</i> - <i>I wish you all the best.</i> <i>Thank</i>	mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan	fungsi social ungkapan menyatakan harapan dan doa • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: Unjuk kerja		VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailylearning.com - http://americanenglish.state.gov/file/ae/resource_files - http://learnenglish

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	ungkapan dalam memberi saran beserta responnya 4.15.2 Melafalkan ungkapan-ungkapan dalam memberi tawaran beserta reponnya 4.15.3 Menyusun percakapan sederhana tentang memberi saran	<i>you.</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi	doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi</i> , <i>role-play</i> , dan kegiatan lain yang terstruktur. Mengasosiasi <ul style="list-style-type: none">Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain.	<ul style="list-style-type: none">Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayapKetepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. Pengamatan (observations): <ul style="list-style-type: none">Upaya menggunakan bahasa Inggris		.britishcouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dan tawaran beserta responnya.		<ul style="list-style-type: none"> Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>untuk menyatakan harapan dan doa ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
3.16 Menganalisis fungsi sosial,	3.16.1 Mengidentifikasi fungsi	Teks khusus, lisan dan tulis,	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya 4.16 Menyunting dan menyusun undangan resmi dengan memperhatikan fungsi sosial, struktur teks,	sosial, pada teks undangan resmi, sesuai dengan konteks penggunaannya a. 3.16.2 Mengidentifikasi struktur teks pada teks undangan resmi, sesuai dengan konteks penggunaannya a. 3.16.3 Mengidentifikasi unsur	berbentuk undangan resmi sederhana <i>Fungsi Sosial</i> Menjagahubungan transaksional dengan orang lain <i>Struktur</i> <i>Salutation</i> - Will/ Could you come with me to the exhibition	digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Mempertanyakan (questioning)	sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian Cara Penilaian: Unjuk kerja • Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi		bahasa Inggris • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailylearning.com - http://americanenglish.state.gov/files/ae/reso

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan unsur kebahasaan yang benar dan sesuai konteks.	kebahasaan pada teks undangan resmi, sesuai dengan konteks penggunaannya. a. 4.16.1 Merespon tentang teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar	? - <i>Is it possible for you to attend my birthday party?</i> <i>Closing</i> Unsur kebahasaan: (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.	<ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber Siswa 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, 		urce file s - http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dan sesuai konteks. 4.16.2 Menyusun teks tulis undangan resmi untuk interaksi fungsional.	(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata	Mengasosiasi <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. Siswa menyunting undang yang diambil dari berbagai sumber Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang 	kerjasama, dan cinta damai, dalam melaksanakan komunikasi <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio <ul style="list-style-type: none"> Kumpulan catatan 		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>di sampaikan dalam kerja kelompok</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan 	<p>kemajuan belajar berupa catatan atau rekaman monolog.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			teman sejawat			
3.17 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya 4.17 Menyusun teks surat pribadi, dengan memperhatikan	3.17.1 Mengidentifikasi fungsi sosial dari teks undangan resmi. 3.17.2 Mengidentifikasi struktur teks undangan resmi. 3.17.3 Mengidentifikasi unsur kebahasaan teks	Surat pribadi sederhana Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman Struktur	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci 	Kriteria penilaian: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Cara Penilaian:	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resource_file

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
an fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	undangan resmi. 4.17.1 Menggunakan fungsi sosial di teks teks undangan resmi. 4.17.2 Menggunakan struktur teks di teks teks undangan resmi. 4.17.3 Menggunakan unsur kebahasaan yang benar di teks teks	Date <i>Salutation:</i> <i>Dear</i> <i>Opening paragraph:</i> <i>Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i> <i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi <i>Closing:</i>	Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; Struktur Unsur kebahasaan yang digunakan dalam surat pribadi. Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mengeksplorasi <ul style="list-style-type: none"> Siswa secara mandiri dan 	Pengamatan (observasi) <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam 		s - http://leangrenglish.britishcouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	undangan resmi. 4.17.4 Melengkapi teks teks undangan resmi.	<p>Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, 	<p>dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber</p> <ul style="list-style-type: none"> • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan 	<p>membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara 		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		intonasi, ketika mempresentasikan secara lisan <ul style="list-style-type: none"> • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	(<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi Komunikasi <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 	penilaian lainnya		
3.18 Menganalisis	3.18.1 Mengidentifikasi	teks prosedur berbentuk	Mengamati <ul style="list-style-type: none"> • Siswa membaca/ 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi 	4 x 2 JP	<ul style="list-style-type: none"> • Manual dari

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya. 4.18 Menangkap makna teks prosedur, lisan dan tulis, berbentuk	asi fungsi sosial pada teks ilmiah factual. 3.18.2 Mengidentifikasi unsur kebahasaan yang ada pada teks ilmiah factual. 3.18.3 Mengidentifikasi tindakan/kegiatan/kejadian yang terkandung dalam teks	manual dan kiat-kiat (<i>tips</i>) <i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap,	membacakan/ mendengarkan berbagai macam manual dan tip. <ul style="list-style-type: none">Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan Mempertanyakan <ul style="list-style-type: none">Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur Mengeksplorasi <ul style="list-style-type: none">Siswa berlatih menggunakan kalimat	sosial <ul style="list-style-type: none">Kelengkapan dan keruntutan struktur teks prosedurKetepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tanganKesesuaian format penulisan/ penyampaian Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah: <ul style="list-style-type: none">Perilaku tanggung jawab, peduli, kerjasama, dan cinta		berbagai produk <ul style="list-style-type: none">CD/ Audio/ VCDKoran/ majalah berbahasa InggrisSumber dari internet: - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/reso

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>manual dan kiat-kiat (<i>tips</i>).Juga menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>ilmiah factual. 3.18.4 Mengidentifikasi penggunaan teks ilmiah factual dalam keseharian. 4.18.1 Mengetahui bentuk dan teks ilmiah faktual. 4.18.2 Mengetahui struktur kebahasaan yang dipakai pada teks ilmiah faktual.</p>	<p>serta daftar langkah yang dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> • simple present tense • imperative , • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, 	<p>imperative dalam memberikan tip secara lisan dan tulis</p> <ul style="list-style-type: none"> • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada 	<p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. • Kumpulan hasil tes 		<p>urce file s</p> <p>- http://learnenglish.britishcouncil.org/</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	4.18.3 Mampu mengungkapkan atau menulis kembali teks ilmiah faktual.	tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.	<p>tujuan komunikasi, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>dan latihan.</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
3.19 Menganalisis	3.19.1 Mengidentifikasi	Pengandaian jika	MENGAMATI	Kriteria penilaian:	2 x 2	<ul style="list-style-type: none"> CD/ Audio/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks	asi fungsi sosial menyatakan dan menanyakan tentang menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang. 3.19.2 Mengidentifikasi struktur	terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence <i>Fungsi Sosial</i> Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu	<ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, 	<ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes,</p>	JP	<p>VCD</p> <ul style="list-style-type: none"> Koran/majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://leamlenglish

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.19 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi</p>	<p>teks percakapan yang menggunakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang.</p> <p>3.19.3 Mengidentifikasi unsur kebahasaan pada pernyataan dan pertanyaan tentang pengandaian</p>	<p>yang akan datang</p> <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - If Clauses 	<p>struktur teks, dan unsur kebahasaan).</p> <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang 	<p>tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> • Kesungguhan siswa dalam proses 		<p>.britishcouncil.org/en/</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>jika terjadi suatu keadaan /kejadian/peristiwa di waktu yang akan datang.</p> <p>4.19.1 Menyusun percakapan sederhana tentang memberi saran dan tawaran beserta responnya.</p> <p>4.19.2 Melengkapi teks percakapan yang</p>	<p>dalam simple present</p> <p>- Main Clause dengan modals can/ will</p> <p><i>Topik:</i> Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa di waktu yang akan datang</p>	<p>terstruktur.</p> <ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. 	<p>pembelajaran di setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>melibatkan pernyataan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang.</p> <p>4.19.3 Melakukan percakapan yang melibatkan pernyataan tentang pengandaian jika terjadi suatu keadaan/kejadian</p>		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 			

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	an/peristiwa di waktu yang akan datang.					
3.20 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan	3.20.1 Mengidentifikasi tindakan/kegiatan/kejadian yang terkandung dalam teks ilmiah faktual. 3.20.2 Mengidentifikasi penggunaan teks ilmiah faktual dalam keseharian. 4.20.1	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, <i>Fungsi sosial</i> - Mengamati alam - Menulis paparan	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Pengamatan (observations):	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: - www.dailylenglish.com - http://americanenglish.state.gov/file

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala alam dan peristiwa sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.20 Menangkap	Mengetahui struktur kebahasaan yang dipakai pada teks ilmiah faktual. 4.20.2 Mampu mengungkapkan atau menulis kembali teks ilmiah faktual.	ilmiah mengenai benda, binatang dan gejala/peristiwa alam <i>Struktur</i> - Klasifikasi Umum tentang binatang/benda yang ditulis, e.g. Slow loris is a mammal. It is found	tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. <ul style="list-style-type: none">Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. Mengeksplorasi Siswa mendengarkan/membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. Mengasosiasi <ul style="list-style-type: none">Dalam kerja kelompok terbimbing siswa	Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. <ul style="list-style-type: none">Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasiKetepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktualKesungguhan siswa dalam proses pembelajaran dalam setiap tahapanKetepatan dan kesesuaian		es/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala alam dan peristiwa sosial, terkait dengan mata pelajaran lain di Kelas XI.		<p>in ... It is a nocturnal animal. It is very small with</p> <p>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</p> <p><i>Unsur kebahasaan</i></p> <p>- Simple Present</p> <p>- Kata kerja yang menggam</p>	<p>menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.</p> <ul style="list-style-type: none"> Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran 	<p>menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk</p>		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>barkan binatang/ benda/ gejala alam</p> <ul style="list-style-type: none"> - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang 	<p>lain dan membacakannya di kelas</p> <ul style="list-style-type: none"> • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>penilaian lain</p>		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>jelas dan rapi.</p> <ul style="list-style-type: none"> - Rujukan kata 				
<p>3.21</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks</p>	<p>3.21.1 Mengidentifikasi fungsi sosial pada teks eksposisi analitis.</p> <p>3.21.2 Mengidentifikasi struktur teks pada teks eksposisi analitis.</p> <p>3.21.3 Mengidentifikasi</p>	<p>Teks eksposisi analitis</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis <p>Mempertanyakan (questioning)</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan</p>	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanericanen

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.21 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>unsur kebahasaan pada teks eksposisi analitis.</p> <p>4.21.1 Menjawab pertanyaan berkaitan dengan topic pada teks eksposisi analitis.</p>	<p><i>Struktur teks</i></p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi</p>	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis Kesungguhan siswa 		<p>english.state.gov/files/ae/resources/files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses 	<p>kebahasaan dengan runtut</p> <ul style="list-style-type: none"> • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. 	<p>dalam proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		- Modals	Mengkomunikasikan <ul style="list-style-type: none"> Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikannya di kelas Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk 	Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
<p>3.22</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya</p>	<p>3.22.1 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang dipelajari. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan</p>	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ya. 4.22 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	a. 4.22.1 Siswa dapat menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	an tindakan/ peristiwa/ kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. <i>Unsur</i>	Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu Mengeksplorasi <ul style="list-style-type: none"> Siswa mencari beberapa text biografi dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi 	(observations): Sasaran penilaian adalah: <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan 		e.gov/files/ae/resource/files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><i>Kebahasaan</i></p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal 	<p>rinci dan informasi tertentu</p> <ul style="list-style-type: none"> • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan 	<p>kesesuaian menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal,</p>		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		auxiliary verbs	<p>unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. Membuat laporan evaluasi 	format khusus, komentar, atau bentuk penilaian lain.		

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
<p>3.23 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.23 Menangkap pesan dalam lagu</p>	<p>4.23.1 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>Mengidentifikasi fungsi sosial tentang lagu.</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan Siswa menirukan model secara terbimbing. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan</p>	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> kesantunan saat melakukan 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/Majalah berbahasa Inggris Buku lagu bahasa Inggris

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	4.23.2 Mengidentifikasi unsur kebahasaan tentang lagu. 4.23.3 Menangkap makna lagu. 4.23.4 Menangkap makna lagu dengan mengidentifikasi berbagai macam pertanyaan.	<i>Unsur kebahasaan</i> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresent 	(questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut Mengeksplorasi <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat 	tindakan <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta damai Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Portofolio <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan 		<ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> - www.dailiyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://leamenglish.britishecouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>asikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan 	<p>tangan beserta kesan terhadap lagu</p> <ul style="list-style-type: none"> kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

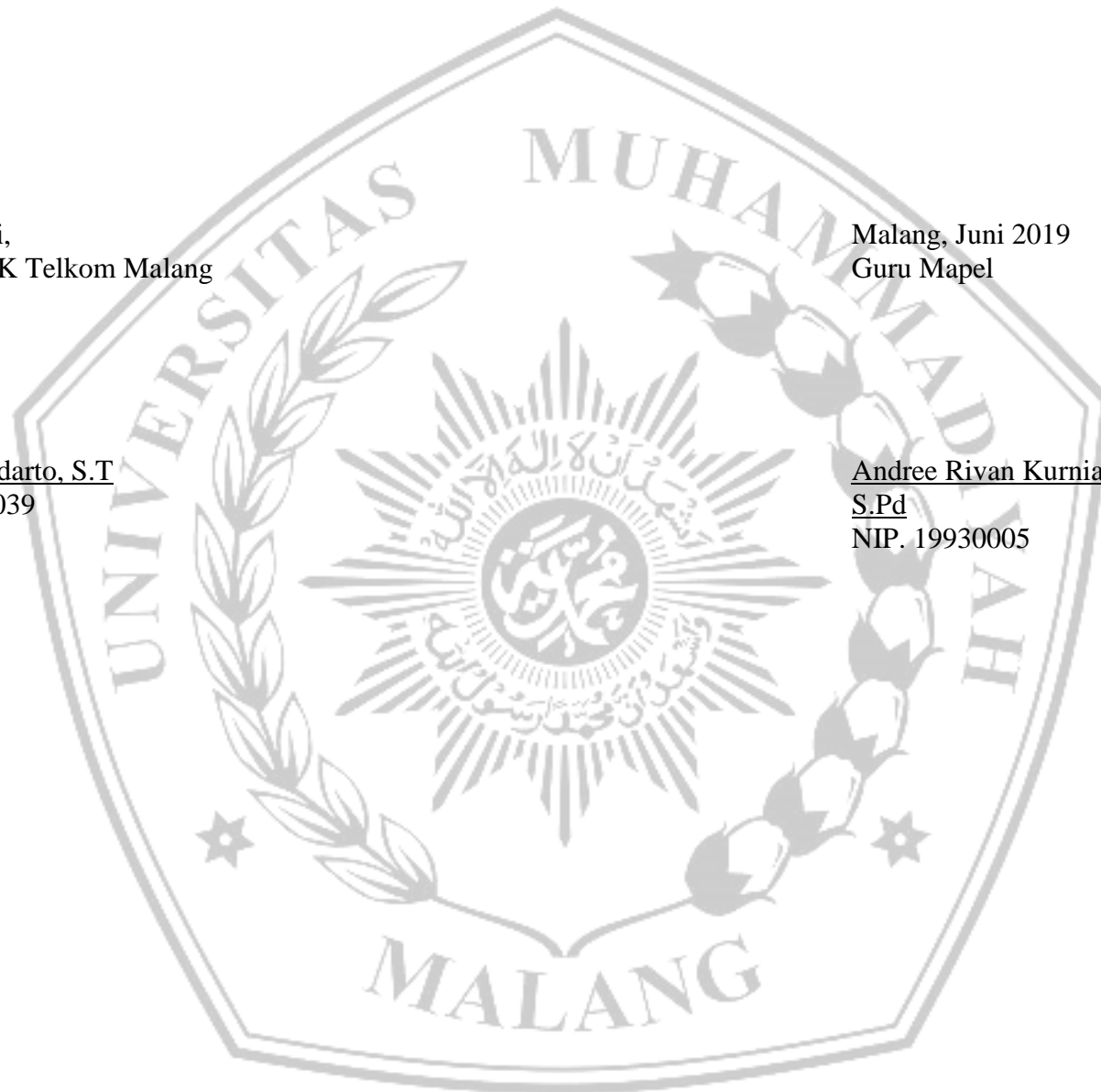
Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>tekanan kata yang benar.</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 			


Mengetahui,
Kepala SMK Telkom Malang

Malang, Juni 2019
Guru Mapel

Agoes Windarto, S.T
NIP. 15720039

Andree Rivan Kurniawan,
S.Pd
NIP. 19930005



 Telkom Schools SMK TELKOM MALANG	SMK TELKOM MALANG	No Formulir	MOKLET-KUR-FORM-004-RPP
	Alamat : Jl. Danau Ranau Sawojajar Kedung Kandang Malang	No Revisi	000
RPP		Tanggal Berlaku	15 Juli 2019

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMK Telkom Malang
 Mata pelajaran : Bahasa Inggris
 Kelas/Semester : XI RPL dan TKJ / 1
 Materi Pokok : Report Text
 Alokasi Waktu : 2 × 45 menit (1 Pertemuan)

A. Kompetensi Inti

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.20 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI
- 4.20 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

C. Indikator Pencapaian Kompetensi

- 3.20.1 Mengidentifikasi tindakan/kegiatan/kejadian yang terkandung dalam teks ilmiah factual.
- 3.20.2 Mengidentifikasi penggunaan teks ilmiah factual.dalam keseharian.
- 4.20.1 Mengetahui sruktur kebahasaan yang dipakai pada teks ilmiah faktual.
- 4.20.2 Mampu mengungkapkan atau menulis kembali teks ilmiah faktual.

D. Tujuan Pembelajaran Peserta Didik

Melalui mengkaji literatur, berdiskusi, mengumpulkan informasi dari internet peserta didik dapat:

1. Bersemangat dalam melaksanakan setiap kegiatan pengajaran dan pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pembelajaran Bahasa Inggris.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Berpamitan pada guru dan peserta didik lainnya menggunakan Bahasa Inggris yang berterima.
5. Menjawab Pertanyaan teman dan guru di kelas dengan berani serta percaya diri.
6. Datang ke kelas tepat pada waktunya.
7. Mengidentifikasi fungsi sosial dalam teks ilmiah faktual.
8. Mengidentifikasi unsur kebahasaan yang ada pada teks ilmiah faktual.
9. Mengidentifikasi tindakan/kegiatan/kejadian yang cocok digunakan dalam teks ilmiah faktual.
10. Mengidentifikasi penggunaan teks ilmiah faktual dalam konteks ilmiah dan keseharian.
11. Mengetahui bentuk dan strukur teks ilmiah faktual dalam konteks kebahasaan.
12. Mengetahui sruktur kebahasaan yang dipakai dalam teks ilmiah faktual.
13. Mampu mengungkapkan atau mengplikasikan teks ilmiah faktual dalam kehidupan sehari-hari.

dengan memiliki sikap ingin tahu, teliti dalam melakukan pengamatan dan bertanggungjawab dalam menyampaikan pendapat, menjawab pertanyaan, memberi saran dan kritik.

E. Materi Pembelajaran

Language Focus:

1. Characteristic of Report Text:

- Purpose of report text: to inform the readers about factual phenomenon, things, etc.
- It is as a result of systematic observation and analysis

2. Report Text Structure:

- General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
- Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials

3. Language Feature of Report

- Introducing group or general aspect
- Using conditional logical connection; when, so, etc
- Using simple present tense

4. Teks Report: Football

Football

Football is a game played by two teams of eleven. They try to score by kicking or heading the ball into the other team's goal. Ten of the players cannot use their hands. The goal keeper can handle the ball to stop it going into the goal.

Games similar to football have been played for many centuries. The rules of the games were written down in 1863. In England, the FA (Football Association) cup was first played for in 1872. In the same year, England played Scotland in the first game.

Today the most important International Competition is the World Cup which takes place in every four years. Brazil and Italy have each won the world cup three times.

F. Metode Pembelajaran

1. Pendekatan Saintifik
2. Problem based learning

Problem Based Learning	Pendekatan Saintifik Kurikulum 2013
Langkah 1: Mengklarifikasi istilah dan konsep yang belum jelas	1. Observasi
Langkah 2: Merumuskan masalah	2. Mempertanyakan
	3. Mencoba/eksplorasi

Langkah 3: Menganalisis masalah Langkah 4: Menata gagasan pendidik dan secara sistematis menganalisisnya dengan dalam Langkah 5: Memformulasikan tujuan pembelajaran Langkah 6: Mencari informasi tambahan dari sumber yang lain Langkah 7: Mensintesa (menggabungkan) dan menguji informasi baru, dan membuat laporan untuk dosen/kelas.	4. Asosiasi 5. Mengomunikasikan/ menyaji
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G. Media, Alat, dan Sumber Pembelajaran

1. Media:

- PowerPoint
- Gambar: Tabel Elemen Teks Report

2. Alat/ Bahan: Laptop, Proyektor, LCD, potongan gambar, kertas berisikan teks dan mind map

3. Sumber belajar:

- a. Buku paket
- b. Kamus
- c. Internet:
 - <http://understandingtext.blogspot.com/2011/08/simple-and-clear-example-of-report-text.html>
 - <http://reporttext.blogspot.com/>

H. Langkah-langkah Kegiatan Pembelajaran

A. Pendahuluan (10 Menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

B. Inti

Observing (10 menit)

- Siswa difasilitasi oleh guru melalui laporan yang ditayangkan atau dibacakan di kelas
- Siswa mengamati sebuah teks *report* berjudul *Apple*.
- Siswa mengidentifikasi *generic structure* pada cerita legenda yang didengar.
- Siswa mengidentifikasi *language structure* yang terdapat pada teks *report*.

Questening (10 menit)

- Siswa memberikan beberapa pertanyaan berkenaan dengan maksud dari teks *report*.
- Siswa lain menjawab pertanyaan yang diberikan oleh temannya terkait dengan isi teks *report* yang diperdengarkan.

Experimenting (30 menit)

- Siswa dibagi dalam grup sesuai jumlah siswa.
- Siswa menyusun struktur teks *report* berjudul *Football* di depan papan tulis dengan menggunakan tabel yang telah tersedia .
- Siswa memberikan keterangan/narasi singkat di setiap gambar yang telah disusun.
- Siswa menentukan element-element pada laporan tentang *football* sesuai form yang disediakan di papan.
- Setiap grup wajib mengisi setiap tempat yang sudah disediakan.

Associating (10 menit)

- Siswa membandingkan informasi tentang karakteristik teks yang telah disusunnya berdasarkan tabel dengan informasi dari kelompok lain.
- Siswa menggambarkan skema tentang formasi dari teks *report*.
- Siswa membedakan struktur bahasa *Simple Present Tense*.

Communicating (10 menit)

- Siswa menerangkan kembali tentang karakteristik teks *report* dengan bahasa sendiri

- Siswa menulis teks *report* secara sederhana.
- Siswa mempresentasikannya di depan kelas.

Penutup (15 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI)
- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang teks “report”
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Siswa diberi tugas kelompok untuk menemukan bentuk teks report dan menentukan elemen-elemen yang terkandung di dalamnya.

I. Penilaian

- Teknik Penilaian : Observasi dan Penilaian Diri
- Bentuk Instrumen : Lembar Observasi dan Lembar Penilaian Diri

Mengetahui,

Kepala SMK Telkom Malang

Malang, Juli 2019
Guru Mapel

Agoes Windarto, S.T
NIP. 15720039

Andree Rivan Kurniawan,
S.Pd.
NIP. 19930005

LAMPIRAN

1. Instrumen Penilaian Sikap

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1.	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa Inggris					
2.	Serius dalam menerima pelajaran					
3	Menyapa guru dan teman menggunakan bahasa Inggris yang berterima					
4	Berpamitan pada guru dan peserta didik menggunakan Bahasa Inggris yang berterima					
5	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi					
6	Menjawab sapaan guru dan teman menggunakan bahasa Inggris yang berterima					
7	Menjawab ungkapan pamitan guru dan teman menggunakan bahasa Inggris yang berterima					
8	Bertanggung jawab dan teliti dalam menjalankan tugas					
9	Santun terhadap guru (menghargai)					
10	Menghargai teman					
11	Aktif berperan serta dalam proses PBM					
12	Bekerjasama dalam kelompok					

4 : sangat baik

3 : baik

2 : cukup

1 : kurang

No	Keterampilan yang di amatikan dinilai	Skor				Keterangan
		4	3	2	1	
	Aspek proses					
	• Mengamati tayangan	•				
	• Mengajukan pertanyaan	•				
	• Mencoba	•				
	Aspek Abstrak					
	• Membaca (menyimak)	•				
	• Mengarang	•				
	Aspek Konkret					
	• Menggunakan	•				
	• Merangkai	•				
	• Membuat	•				

2. Instrumen Penilaian Keterampilan

Kriteria:

4 : Terlibat aktif dari awal sampai akhir pembelajaran

3 : Terlibat aktif hanya pada bagian-bagian tertentu

2 : Terlibat namun pasif

1 : Tidak terlibat bahkan mengganggu PBM

3. Instrumen Penilaian Kognitif (WRITING)

No	Nama	Aspek Penilaian						Jumlah
		Struktur Generic	Koheren t	Kontent	Mechanic	Tata bahasa	Kosa kata	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Scoring Rubric :

Standar	Nilai max 60	Performansi yang dituntut
Poor	0 -10	Teks kurang dari 5 kalimat, banyak terdapat kesalahan tata bahasa dan mekanik, pemakaian kosa kata yang tidak tepat dan sulit dipahami, tidak akurat/tidak sesuai dengan konteks.
Fair	11 -20	Teks terdiri dari 6-7 kalimat, ada beberapa kesalahan tata bahasa dan mekanik, pemakaian kosa kata kurang tepat, sudah dapat dipahami meskipun kurang akurat/kurang relevant dengan konteks.

Good	21 – 50	Teks terdiri dari 8 -9 buah kalimat, sedikit kesalahan tata bahasa dan mekanik, pemakaian kosa kata kurang tepat, sudah dapat dipahami meskipun kurang akurat/kurang relevan dengan konteks.
Excellent	51 – 60	Teks terdiri dari 10 kalimat, tidak ada kesalahan tata bahasa dan mekanik, pemakaian kosa kata sudah tepat, mudah dipahami, akurat/relevan dengan konteks.

4. Intrument penilaian kognitif spaking

No	Nama	Aspek Penilaian				jumlah
		pengucapan	intonasi	kelancaran	pemahaman	skor
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Rubrik Penilaian

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	<p>5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami</p>	
2.	Intonasi	<p>5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami</p>	
3.	Kelancaran	<p>5 = sangat lancar 4 = lancar 3 = cukup lancar 2 = kurang lancar 1 = tidak lancar</p>	
4.	Pemahaman	<p>5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami 1 = tidak memahami</p>	

Lampiran 1:

- Tabel Elemen Teks *Report*

Report Text	Topic	Purpose	Tense	1 st Paragraph	2 nd Paragraph	Factual Information
Group 1						
Group						

- **Instruction of writing:**

• Write down at least two paragraph of report text using these following factual data:

1. Ballpoint pens was originally designed for the Royal Air Force of Great Britain
2. Each year, choking on a ballpoint pen, kills about 100 people.
3. The first batch of ballpoint pens went on sale in New York in 1945.
4. The rods are ball point pens were originally bent in accordion to increase the capacity of ink.
5. Every second in the world sold 125 ballpoint pens.
6. The average person uses up 1 year 4.3 pens.
7. In 95% of cases, if a person is given a new pen, the first word that he would write to her to be his name.
8. In America, there is English-speaking pen - computer, which is sold in a set of special paper.
9. The most expensive pen, inscribed in the Guinness Book of Records, worth one million euros.

Appendix 3

AGENDA PENYAJIAN MATERI (TEACHING SCENARIO)

Mata Pelajaran : Bahasa Inggris

Kelas: IX

No.	Hari, Tanggal	Kegiatan/Uraian Materi	Keterangan
1.	If Clause Day 1	<ol style="list-style-type: none"> 1. Siswa melihat video yang berisi penjelasan mengenai kalimat pengandaian atau IF Clause 2. Video tersebut berisi penjelasan IF Clause type 0,1,2,3 3. Siswa memperhatikan perbedaan IF Clause type 0,1,2,3 4. Siswa dan guru mereview kembali perbedaan IF Clause type 0,1,2,3 5. Siswa mengerjakan latihan soal conditional type 1 dan 2 6. Worksheet diberikan secara online melalui https://www.liveworksheets.com/search.asp?content=conditional+sentences 7. Proses pengerjaan dikerjakan dengan guru berkeliling ke setiap siswa sebagai fasilitator agar proses pemahaman siswa berjalan dengan baik. 	
2.	If Clause Day 2	<ol style="list-style-type: none"> 1. Siswa dan guru bersama bertanya jawab mengenai materi minggu lalu sebagai recalling memory. 2. Siswa diberikan kesempatan untuk melihat video lagi untuk mereview kembali IF Clause type 0,1,2,3 3. Kemudian Siswa mengerjakan latihan soal conditional type 3 dan mixed 4. Worksheet diberikan secara online melalui https://www.liveworksheets.com/search.asp?content=conditional+sentences 5. Proses pengerjaan dikerjakan dengan guru berkeliling ke setiap siswa sebagai fasilitator agar proses pemahaman siswa berjalan dengan baik 	
3.	If Clause Day 3	Project	

